

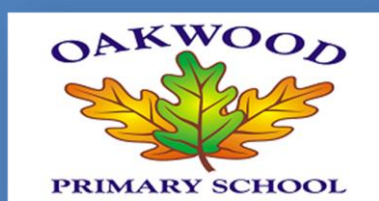


Gardners Lane & Oakwood Federation

Teaching & Learning Policy

Approved Jan 2026

Review Jan 2028



Whole School Policy for Teaching & Learning

- Our Vision -

'Aspire & Achieve'

Aims

The aim of this policy is to ensure that all the children at Gardners Lane and Oakwood Federation receive consistent, high-quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. It will create a calm, safe learning environment where everyone feels valued.

This policy identifies our beliefs about what constitutes quality Teaching which will promote Learning and raise standards throughout the school.

The 'Our Expectations' (Appendix A) provides the basic expectations of ALL teachers with regard to classroom practise. The policy is built upon those expectations.

We believe that children learn best when:

- They feel 'safe' and have a sense of belonging;
- They are positive, are self – motivated, happy and have the confidence to take risks;
- They feel that they are treated as equals;
- They are spoken to appropriately;
- They acquire mutual respect and value the work of others;
- They have clear expectations of work and behaviour;
- Lessons are stimulating, exciting and engaging – having purpose and pace;
- Work is challenging but achievable;
- The learning environment is stimulating, calm and secure with interactive, accessible resources;
- They are encouraged and praised;
- They are given meaningful feedback on what they are doing and how they can improve – verbally and through marking;
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning;
- They are given the opportunity to talk and discuss their learning;
- They behave appropriately;
- They have clear targets which they understand;
- Teaching is focussed on their individual needs and
- Parents are involved and supportive.

To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and that they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school, good or better teaching must take place in ALL our classrooms.

Whole School Intent

The school has a clear intent to its curriculum that has been developed in consultation with all staff. This allows the curriculum to be tailored to the needs of the children within our setting. Planning is adapted to provide opportunities to focus on the key areas identified for our children as well as covering the legal requirements of the National Curriculum. The schools are fully aware of the barriers to learning that our children face and these are considered in all curriculum subjects and catered for appropriately.

How can we make sure ALL learners learn?

- use a VAK (Visual Auditory Kinesthetic) approach;
- develop, where possible, a comprehensive cross curricular approach to learning which allows for Literacy and Numeracy skills to be applied in other subject areas;
- use reward and praise;
- develop a good relationship with pupils;
- ensure personalised learning takes place and
- use of AfL (Assessment for learning).

What does good teaching look like?

- the teacher has good or better subject knowledge;
- lessons are well planned and objective led with a clear learning outcome;
- lessons are differentiated to match the ability of all the children;
- the learning objective is shared with the children and referred to throughout the lesson and the plenary to assess learning;
- previous learning is reviewed (where appropriate);
- a range of teaching methods, to foster different ways of learning are used ensuring a good balance between instruction, demonstration, modelling, discussion and questioning;
- a range of learning styles are used;
- key vocabulary is displayed and used accurately;
- the lesson is well paced and delivered with enthusiasm;
- the method and organisation of the lesson supports the learning intention;
- teachers plan for and make effective use of additional adults in the room;
- teachers have high expectations of all pupils' achievement;
- teachers use success criteria;

- teachers have high expectations of behaviour;
- teachers make use of praise and encouragement throughout the lesson;
- teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary;
- teachers use their daily assessments and observations to adapt and modify future planning and learning;
- teachers use a range of effective resources that are prepared;
- teachers use a range of questioning techniques and allow time for responses;
- children are given the time to talk, discuss and reflect on their learning;
- time is managed effectively – good organisation and smooth transitions and
- feedback is provided for the children which is constructive and enables them to move forward (see Feedback Policy).

To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. 'Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.

What does good learning look like in our classrooms?

- children are motivated to learn;
- they can talk to you about what they are learning **not** what they are doing;
- children have a clear understanding of the learning objectives and what is expected of them;
- children are on task and able to maintain concentration;
- children listen and are able to follow instructions;
- children are able to work well in a variety of ways – in pairs, groups and individually;
- children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck';
- children use appropriate vocabulary connected with their learning;
- children ask relevant and appropriate questions;
- children are well organised with their time and equipment and are able to select their own resources where appropriate;

- children are able to take risks, they are not afraid to make mistakes and recognise that this is part of their learning process;
- children are able to use success criteria to evaluate their work and
- children show pride in their work and present it well.

To enable good teaching to take place the teacher must be organised and well planned.

Effective planning will include:

Long term planning – giving a clear overview of subjects and year groups to ensure coverage, a progression in skills, continuity and securing a broad and balanced curriculum.

Medium term planning – drawn from the long-term planning. A termly breakdown of objectives to be taught, into key questions/skills in each subject area; identifying skills and the learning outcomes. **The activities should focus on learning through key experiences and aim to be exciting and engaging.** They should identify opportunities for children to carry out investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

These plans should contain key questions/learning objectives, learning activities and organisation, grouping of children with differentiated activities when appropriate, provision for SEN/MA, (Special Educational Needs / My Assessment) assessment/evaluation opportunities.

The planning should also contain specific links to our Whole School Intent.

All planning should:

- be objective driven with clear learning outcomes;
- give children opportunity to work towards key skills;
- build on children's previous knowledge;
- provide a variety of teaching styles;
- ensure the full participation of all children;
- provide appropriate challenges for children;
- reflect the requirements of the National Curriculum and the School's subject policies;
- show that assessment and evaluation have been reflected in future planning.
- show progress and continuity;
- promote cross – curricular links so that English, Maths and ICT skills are embedded into other subject areas whenever appropriate;
- identify opportunities for oral language;
- identify key questions to be asked in the lesson;
- identify key vocabulary to be used and

- inform TAs and classroom helpers.

Classroom environments have a great impact on the children's learning. The school and classroom environment should meet children's basic physical needs, their need to feel safe and secure; their need to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer routes into designing school and classroom environments that will meet all of these needs.

What does an effective learning environment look like?

- has a calm and supportive atmosphere;
- the classroom is welcoming;
- displays the learning objective in each lesson;
- the room is free from clutter, tidy and well presented;
- key vocabulary is displayed;
- furniture is arranged to aid learning;
- ensures all children's physical needs are catered for;
- has an interactive learning environment;
- has centralised resources for children to use which are good quality;
- provides access to curricular resources which are clearly labelled and organised;
- have interactive displays that reflect current work and a range of curriculum areas with a balance between children's work, photos, prompts and information displayed. They should reflect themes of the year group;
- children can see how they are rewarded for their success (in class reward systems, celebrations in class of good work and effort) and
- displays class rules.

A learning environment policy has been established to clearly outline the expectations in this area.

Whole School Intent

At Gardners Lane & Oakwood Federation we recognise to shape the curriculum and its delivery with an understanding of the contextual factors that affect our communities and children. As such each school has developed a series of 'Intentions' that it considers when planning and delivering learning.

These aims can be met as outlined below (this is not an exhaustive list and more strategies can be found in our Subject Specific Policies).

The curriculum intends to have relationships between staff, pupils and parents/carers at its heart:

We aim to build mutual respect and trust in order to give children the confidence to 'Aspire & Achieve'.

Staff ensure a welcoming environment / Positive learning environment / Share information via Class Dojo / Host Class Sharing events / Open door Policy / Involving Parents in children's learning.

The curriculum intends to be experience based:

It is recognised that children start school with a wide range of different experiences. At Gardners Lane & Oakwood Federation there is a high proportion of disadvantaged pupils and as such the children often arrive at school with limited experiences and cultural capital. The curriculum is planned to extend and enhance these experiences. An in-depth knowledge of each child allows staff to plan individual programmes and experiences to fill in any gaps in developmental progress. Staff ensure children's learning, where possible, is based on hands-on experiences; meeting visitors who can inspire children, and visiting places of interest which ensure children have first-hand experiences.

Staff achieve this by: Organising class trips / Arranging visitors / Using kinaesthetic teaching approaches.

The curriculum intends to raise self-esteem and self-confidence:

Throughout all aspects of school life staff promote a can-do attitude and celebrate the successes, resilience, perseverance and progress of all children. The curriculum is structured to provide the children with the opportunity to experience their full entitlement in a supportive environment that celebrates perseverance and resilience to challenge. Through high expectations we strive to raise aspirations and actively teach the children about the opportunities that exist in the wider world.

Staff achieve this by providing positive feedback / celebrating personal achievements / firmly established wellbeing curriculum / awards and certificates / applying pastoral support as necessary.

The curriculum focusses on the core skills of Reading, Writing and Maths:

Staff recognise that for children to succeed beyond the classroom the skills of reading, writing and maths are crucial. Children start school with a range of levels of understanding and development for their age group. At both schools this starting level is predominantly well below the National average. Each school sees primary education as a seven-year journey and aims to ensure children achieve their full

potential by the end of this period. The schools recognise some children will need extra support in order to close these gaps. Staff work closely with parents and carers to help children succeed.

Staff achieve this by ensuring language is at the heart of the teaching and learning process and by making links between core subjects and foundation subjects.

The curriculum has a clearly mapped out progression of skills and knowledge:

Staff recognise that in order for children to learn effectively, it is important that the taught curriculum is carefully mapped out. The 2-year rolling programme allows children to acquire and develop these skills, revisiting them and reinforcing them continually. This ensures that long term acquisition of skills and knowledge is embedded.

Staff think carefully about the order of teaching and how learning builds incrementally on the previous experiences of the children. Medium term planning is structured to allow each lesson to build progressively.

The curriculum is language rich:

Many children enter school with Speech and Language development below the expected level. As such staff tailor the curriculum to prioritise this aspect and utilise opportunities both within formal and informal learning. From the first weeks at Gardners Lane and Oakwood Federation, children are encouraged to develop their speaking and listening skills through performance, stories, singing, rhymes and role play. Each lesson has a focus on developing core vocabulary and encourages children to apply this in their learning.

Staff achieve this by: using whole class reading / sharing & modelling vocabulary / displaying key vocabulary / applying the 'Fab 3' vocabulary / teaching phonics / teaching through the talk for writing methodology / sharing class novels.

The curriculum intends to be fully inclusive:

Gardners Lane and Oakwood Federation recognises that it has a higher than average proportion of children with additional needs. As such staff consider carefully the design and delivery of the curriculum and ensure that all children are included.

Staff achieve this by considering accessibility/differentiation/adaptation when planning and delivering lessons. The schools use advice from external agencies and training to ensure that staff are well informed and prepared to meet the wide variety of needs within classes.

Monitoring of Teaching and Learning

This policy will provide the framework for monitoring the quality of teaching and learning,

The Headteacher, SLT (Phase Leads and SENCo) and subject coordinators will regularly monitor the Teaching and Learning through:

- lesson observations;
- scrutinising planning;
- work sampling;
- discussions with pupils and
- focussed walks.

Lesson observations will be carried out as and when necessary. The frequency of lesson observations can be increased or decreased as required. The Headteacher will also involve other professionals invited to the school to assist with the monitoring of teaching and learning.

Teachers should see themselves as learners, and have high personal expectations; they should constantly question how they can improve and develop their teaching.

Teachers should evaluate their own teaching performance against the Teaching and Learning Policy and Teaching Standards. This can be carried out initially in isolation and then discussed with their line manager or with a teaching colleague. The self-evaluation process has the potential to identify perceived strengths and areas for development, set targets and consider how they can be achieved.

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP (School Development Plan) linked to the school's overall drive to raise the achievement and standards of the learners.

Targets will also inform the school's annual Appraisal meetings, an entitlement for all teaching staff.

Appendix A

Our Expectations

As a staff we have recognised that in order for children to make the best possible progress within lessons the minimum standard of teaching must be 'Good'.

We have agreed that a good lesson must include:

- teachers and Teaching Assistants (TA) have high expectations for behaviour and pupil progress and these expectations are clearly communicated and understood by all children;
- information from assessments used to set tasks that are well matched to groups of pupils' prior attainment;
- work is pitched at a level that is achievable for all children but provides sufficient challenge to ensure progress is made within the lesson;
- resources, including TAs where applicable, are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress;
- pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson. More able children are provided with sufficient challenge;
- pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher;
- only the briefest of reminders is required to refocus any pupils whose attention may have wandered;
- the pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input;
- children know what to do if they get stuck and no time is wasted;
- the teacher demonstrates a good degree of subject knowledge when framing and answering questions;
- questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure. A range of question techniques are utilised (open/closed) to ascertain current understanding and allow children to discover understanding/problem solve for themselves;
- lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work;
- feedback is given regularly (verbally/written) in order to challenge or consolidate a pupil's learning;
- opportunities are made to allow children to reflect on their learning and consider the next steps. Adequate opportunities are provided to allow children to work effectively independently and make good progress;

- progress is visible by the vast majority of children within the lesson. The vast majority of children understand how learning builds on previous learning and recognise the next steps in their learning journey;
- lessons have clear objectives that are understood by all children;
- classroom environment is utilised to enhance the learning process (Up-to-date working walls); providing support in specific tasks and celebrating the learning achieved;
- teachers are able to choose and utilise a range of teaching styles that allow all children to engage fully with the lesson and make good progress and
- positive attitudes to learning are promoted and modelled by the class teacher – positivity, resilience, perseverance etc.

Teachers are also aware of the DfE Teachers' Standards and recognise that these too are non-negotiable and are requirements of the all members of the teaching profession.